

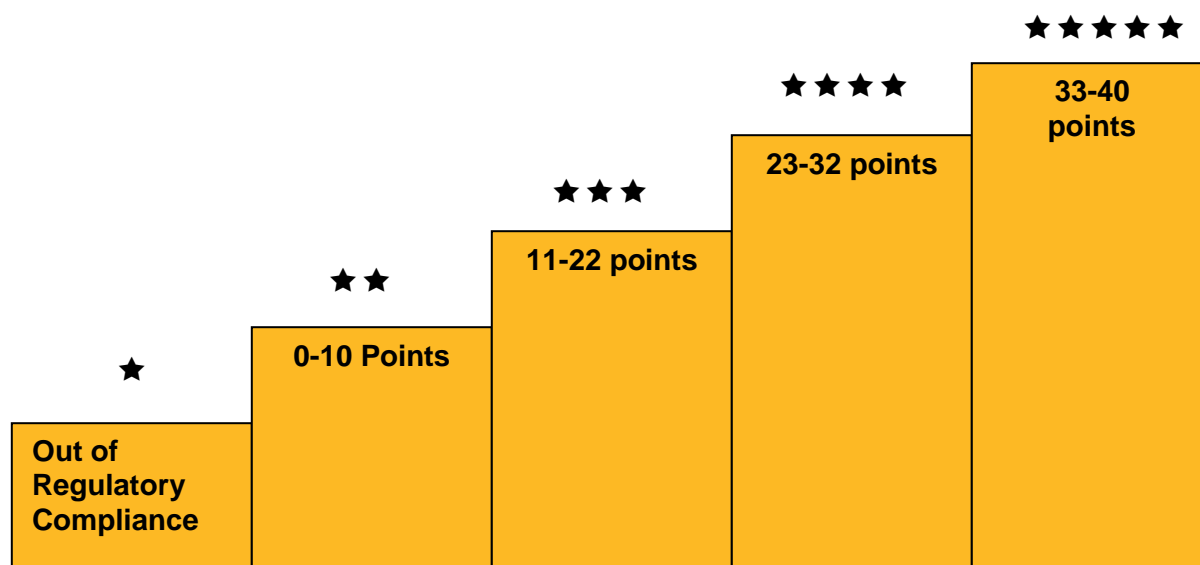


Quality Indicator Point Detail

May 25, 2012

Track 2 – Group Child Care¹

Quality Rating and Improvement System Overall Model



Programs not in regulatory compliance would not be able to earn points in YoungStar until coming into compliance with licensing and certification.

It is imperative that Wisconsin improve the quality of child care. YoungStar will assist Wisconsin child care providers to improve their quality leading to a critically important outcome of improving outcomes for children. YoungStar is based on research and other states' experiences to establish criteria that are: research-based, objective, and verifiable on a regular basis.

This document describes the categories for earning points in YoungStar. Each child care provider or program can earn up to forty points across four categories – education (Lead Teacher and Director), learning environment and curriculum; professional and business practices; and health and wellness. In general, when the word “staff” is used in the Group child care section, it means Lead Teachers and Directors unless otherwise noted. There are required points in each of the categories as well as additional optional points programs may accumulate.

The following chart shows the overall categories and the points possible in each.

Category for Earning Points	Possible Points
Group Teacher Qualifications	0-9
Group Director Qualifications	0-6
Learning Environment and Curriculum	0-13
Business and Professional Practices	0-7
Health and Wellness	0-5
Total	0-40 points

¹ This track includes licensed group child care serving children from birth through age 12.

Accreditation: Alternative Path to Four or Five Stars

YoungStar offers an alternate path to a four-star or five-star rating for accredited providers. Accreditations of the National Association for the Education of Young Children (NAEYC), the National Accreditation Commission (NAC), the City of Madison, and Head Start Performance Standards with no non-compliances or findings are accepted as equivalent to five stars. The accreditation through the Council on Accreditation (COA) is accepted for four stars, however, if the program met five-star credit-based education standards (for Lead Teachers and the Director), the program could qualify for a five-star rating.

The rationale for accepting these accreditations as equivalent to four or five stars is that the standards used in these accreditations are nationally recognized as linked to quality and each accreditation requires on-site observations and verification of similar characteristics laid out in YoungStar.

A) Education and Training of Director and Lead Teachers (Maximum Points = 15)

Teacher Education and Training: Teacher education is considered one of the most [consistent predictors of quality in an early childhood setting](#). Staff and provider early childhood education and school-age education qualifications will be verified by The Wisconsin Registry. [The Registry](#) is Wisconsin's recognition system for the childhood care and education profession. The Registry verifies educational qualifications using credit-based instruction transcripts. All training is quantified by core knowledge areas as defined by the National Association for the Education of Young Children (NAEYC) or CDA content areas as defined by the Council for Professional Recognition. The Registry awards a certificate verifying that entry level and continuing education requirements defined by the Department of Children and Families have been met.

Director Education and Training: [Research](#) has demonstrated the critical role of the child care Director in all centers; they are responsible for the recruitment, hiring, and guidance of teaching staff, and – when necessary – for firing or dismissal of staff. Research shows that centers with well-qualified Directors demonstrate higher quality. Directors with degrees operate nearly half of the centers in Wisconsin. This category recognizes a variety of ways to earn points by meeting higher levels of Director qualifications.

Staffing of Group Child Care Programs: For YoungStar applications received on or after March 1, 2012, the following rules will apply in regard to persons designated as serving as the Director for licensed group programs:

- Programs licensed for 31 or more children (regardless of the full or part-time nature of the program) must have a Director who does not additionally have regularly scheduled Lead Teaching responsibilities to count the directors' educational qualifications for YoungStar point calculations.
- Programs licensed for 30 or fewer children may, in the following limited circumstances, have a Director who also serves in a Lead Teaching role:
 - **To earn three stars:** In addition to teaching time not to exceed 25 hours per week, the dual-role Director receives compensation for a minimum of 15 hours per week or .375 FTE to perform Director responsibilities. YoungStar Technical Raters and Formal Rating Observers will confirm that the dual-role matches the program's budget, job descriptions, and timesheets or schedule. The dual-role Director must also meet the educational qualifications for a three star rating.
 - **To earn four stars:** In addition to teaching time not to exceed 20 hours per week, the dual-role Director receives compensation for a minimum of 20 hours per week or .5 FTE to perform Director responsibilities. YoungStar Technical Raters and Formal Rating Observers will confirm that the dual-role matches the program's budget, job descriptions, and timesheets or schedule. The dual-role Director must also meet the educational qualifications for a four star rating.
 - **To earn five stars:** A full time dedicated director must be in place, who meets the educational qualifications for a five star rating.

The hours mentioned above are based upon a program operating at least 40 hours per week. If the program is open fewer than 40 hours per week, the hours should be pro-rated. For example, if the requirement above states 25 hours, then to pro-rate this for a program that is open 20 hours per week, the requirement would be modified to 12.5 hours per week.

Professional Development Opportunities: Information related to what early care and education and school-age credit-based course offerings are available in regions can be accessed by contacting the individual institution of higher education directly, or by contacting a T.E.A.C.H. Early Childhood® Wisconsin Scholarship Counselor at the Wisconsin Early Childhood Association (WECA). Credit for prior learning experience may be offered through individual institutions of higher education. Further information related to The Registry Career Levels, professional development opportunities and credit for prior learning experience is available in the appendix of this document.

In the following two charts for Lead Teaching staff and center Directors, points are not cumulative. For each staff qualification chart, a program receives credit for the highest level achieved looking at the composition of the Lead Teaching staff education and the center Director's education.

A.1) Lead Teacher Qualifications

Quality Indicators –Lead Teaching Staff Qualifications	Verification	Points Awarded
Lead teachers with Child Development Associates (CDA) for 50% of classrooms	Registry Level 6	1
Lead Teachers with 6 related credits beyond high school for 25% of all classrooms	Registry Level 7	1
Lead Teachers with 6 related credits for 50% of all classrooms – <i>Required for 3 Stars</i>	Registry Level 7	2
Lead Teachers with Infant/Toddler or Inclusion Credential for 50% of classrooms or 18 related credits; all other classrooms have a Lead Teacher with at least 6 related credits – <i>Required for 4 Stars</i>	Registry Level 9	3
Lead Teachers with Administrator or Preschool Credential or 24 related credits for 50% of classrooms; all other classrooms have a Lead Teacher with at least 6 related credits	Registry Level 10	4
Lead Teachers with related Associate's degree (AA) for 50% of classrooms and all other classrooms have a Lead Teacher with at least 6 related credits	Registry Level 12	5
Lead Teachers with related AA for 50% of classrooms and Lead Teachers with a Registry Credential for all other classrooms	Registry Level 12	6
Lead Teachers with related AA for 100% of classrooms – <i>Required for 5 Stars</i>	Registry Level 12	7
Lead Teachers with related AA for 50% of classrooms and Bachelor's degrees/Bachelor's degrees with DPI licenses for the other 50% of classrooms	Registry Levels 12-14	8
Lead Teachers with related Bachelor's degrees for 100% of classrooms or Bachelor's degrees with Department of Public Instruction (DPI) license or Master's degree or Doctorate	Registry Level 14 or higher	9

A.2) Director Qualifications

Quality Indicators – Director Qualifications	Verification	Points Awarded
Administrator Credential – <i>Required for 3 Stars</i>	Registry Level 10	1
Associate's degree (related) or Bachelor's degree (unrelated) – <i>Required for 4 Stars</i>	Registry Level 12	3
Administrator Credential and either Associate's degree (related) or Bachelor's degree (unrelated) – <i>Required for 5 Stars</i>	Registry Level 13	4
Bachelor's degree (related)	Registry Level 14	5
Bachelor's degree (related) and Administrator Credential or Master's degree or higher	Registry Level 15 or higher	6

B) Learning Environment and Curriculum (Maximum Points = 13)

Required Minimums for 3, 4 and 5 Stars

- **Required for 3 Stars:**
 - Program must use a provider-chosen Self Assessment tool leading to Quality Improvement Plan.
- **Required for 4 Stars**
 - Program must achieve an **average** Environment Rating Scale (ERS) score of 4 as observed and verified with the following tools: Infant/Toddler Environment Rating Scale-Revised (ITERS-R), Early Childhood Environment Rating Scale-Revised (ECERS-R), and/or School-Age Care Environment Rating Scale (SACERS).
- **Required for 5 Stars**
 - Program must achieve an **average** Environment Rating Scale (ERS) score of 5 as observed and verified with the following tools: Infant/Toddler Environment Rating Scale-Revised (ITERS-R), Early Childhood Environment Rating Scale-Revised (ECERS-R), and/or the School-Age Care Environment Rating Scale (SACERS).

B.1.1, B.4.1-2) Required Minimums

Criteria	Rationale	Verification	Points Awarded
B.1.1) Self Assessment of program is performed – <i>Required for 3 Stars</i>	Program has demonstrated effort to assess key elements of program that are linked to higher quality care and has developed a plan to improve in areas identified	Review of self-assessment by Observation Rater	1
B.4.1) Environment Rating Scale (ECERS-R, ITERS-R and/or SACERS) average score of 4– <i>Required for 4 Stars</i>	Research based tool linked to demonstrating high quality in key areas of early childhood and school-age environments.	Conducted and recorded by Observation Rater	3
B.4.2) Environment Rating Scale (ECERS-R, ITERS-R and/or SACERS) average score of 5, - <i>Required for 5 Stars</i>			4

Optional Points

B.1.2-3) Quality Improvement Plan – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.1.2) Quality Improvement Plan that is informed by the self-assessment is developed in accordance with authentic quality improvement tool	Research-based instrument has been utilized to ensure that quality improvement plan covers key areas tied to quality.	Review of quality improvement plan by Observation Rater/Technical Consultant	1
B.1.3) Quality Improvement plan verified by outside independent entity OR at least two additional hours of time spent working with a PDAS-approved Technical Consultant on an item from a program's Quality Improvement Plan	Independent verification of efforts to improve quality provides greater assurance of tool efficacy.	Review of quality improvement plan by Observation Rater/Technical Consultant	1

B.2.1-2) Wisconsin Model Early Learning Standards and Wisconsin School-Age Curricular Framework – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.2.1) At least 50% of Lead Teachers/Group Leaders have received training in WMELS or the School-Age Curricular Framework. OR All Lead Teachers/Group Leaders have received training in WMELS or the School-Age Curricular Framework.	WMELS have been nationally-recognized as a useful tool to improve practices in early childhood settings. They establish a connection between developmentally appropriate practice and early care settings in key areas.	Registry verified	1 point if 50% of teachers/ group leaders meet Indicator 2 points if 100% of teachers/group leaders meet Indicator
B.2.2) Curriculum aligned with Wisconsin Model Early Learning Standards (WMELS) and/or Wisconsin Afterschool Network (WAN) School-Age Curricular Framework for school-age children.	Research ties appropriate implementation of developmentally appropriate practice (DAP) to higher quality child care. School-age programs will align with School-Age Curricular Framework.	Reviewed by Observation Rater/Technical Consultant	1

B.3.1-3) Child Outcomes – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.3.1) Program uses individual child portfolios	Information on individual children is documented and updated to provide appropriate planning for activities.	Review by Observation Rater/Technical Consultant	1
B.3.2) Teacher uses intentional planning to improve child outcomes	Teacher uses information about individual children to develop appropriate lesson plans to build individual strengths.		1
B.3.3) Individual child outcomes tracked Note: this point cannot be earned if center does not earn point for Indicators B.3.1 and B.3.2 AND they cannot earn this point in the first year if they have not already started tracking child outcomes	It is important to demonstrate that teacher training and child interactions improve children's individual outcomes.		1

C) Business and Professional Practices (Maximum Points = 7)

Required Minimums for 2, 3, 4 and 5 Stars

- **Required for 2 Stars:**
 - Program signs a YoungStar Contract and is willing to enroll children who receive Wisconsin Shares subsidies
- **Required for 3 Stars:**
 - Program has an ongoing yearly budget, completes taxes and demonstrates recordkeeping
- **Required for 4 Stars:**
 - Program has employment policies and procedures in writing
- **Required for 5 Stars:**
 - Program uses Model Work Standards

C.2.1-3) Required Minimums

Criteria	Rationale	Verification	Points Awarded
C.2.1) Program demonstrates all of the following: ongoing annual line-item budget; budget review; record-keeping practices; and accurate and timely completion of taxes <i>Required for 3 Stars</i>	Research links effective professional and business practices to high quality learning environments that support nurturing interaction between caregivers and children.	Review of business planning efforts by Observation Rater/Technical Consultant	1
C.2.2) Written copy of employment policies and procedures including job descriptions and hiring practices, personnel policies, salary/benefit schedules, evaluation procedures, staff disciplinary policies, grievance procedures, program policies and staff expectations is provided – <i>Required for 4 Stars</i>			1
C.2.3) Program offers evidence of using Model Work Standards for administration of business including hiring, staffing and business planning – <i>Required for 5 Stars</i>			1

Optional Points

C.3.1-5) Professional Development — Optional Points

Criteria	Rationale	Verification	Points Awarded
C.3.1) Annual staff evaluation plan includes professional development goal-setting.	Professional development on an ongoing basis is linked to higher quality care including staff assessment, access to professional development are linked to higher quality care . Staff access to professional development materials will increase their capacity to provide high quality child care.	Review of records by Observation Rater/Technical Consultant. Benefits are verified as either currently available or that they have been available in the last year.	If two or more of the following practices are verified, center receives one point
C.3.2) Access to professional development funding to cover the costs Associated with the completion of selected training opportunities that meet the goals of the individual staff person's professional development plan, including access to T.E.A.C.H. Scholarships for credit based instruction.			
C.3.3) Access to professional resource materials available on-site (ex. books, magazines, or other materials on child development).			
C.3.4) Director or Administrator membership in a professional association focused on early care and	Professional connections with colleagues in the field can be an important source of information and support for child care providers		

education and membership in a professional association focused on school-age if school-age children enrolled. (membership in one organization that focuses on both the infant/toddler age group and school-age group would count for this point)			
C.3.5) 75 percent or higher retention rate of well educated (Associate's degree or higher) Lead Teachers and program administration over three-year period.	Consistent staffing in early care settings is linked to higher quality.		

C.4.1-4) Staff Benefits – Optional Points

Criteria	Rationale	Verification	Points
C.4.1) Access to health insurance provided to staff, with employer contribution of 25 percent or higher for full time staff.	Staff benefits are also linked to higher quality care including staff assessment, access to professional development are linked to higher quality care . Benefits are also linked to longevity and less turnover in early care settings.	Reviewed by Observation Rater/Technical Consultant	If two or more practices are verified, program receives one point
C.4.2) Access to a pension/retirement plan with employer contribution.			
C.4.3) Lead teaching staff has paid time off equivalent to 18 or more days annually to be used in a combination of holiday pay and/or person days or sick days. Time off is prorated for part-time staff. The days off must be able to be used in the first year of employment.			
C.4.4) All-staff meeting once per month, 2 hours paid planning time per week for Lead Teachers			

C.5.1-6) Parent/ Family Involvement—Optional Points

Criteria	Rationale	Verification	Points
C.5.1) Program has all of the following: <ul style="list-style-type: none"> A written description of the program's philosophy is available to all families; AND materials and resources are available in a process or communication style that meets the needs of families; AND orientation opportunities are available to all families prior to enrollment; parents are encouraged to observe program 	Strong parental involvement in child care is linked to higher quality.	Reviewed by Observation Rater/Technical Consultant	<p>If two practices are verified, program receives one point.</p> <p>If three or more practices are verified, program receives two points.</p>
C.5.2) Families have an opportunity to provide input on program policies and procedures; advisory committee/parent board membership opportunities are available.			
C.5.3) Parent conferences are held at least annually and more often if needed to discuss children's progress.			
C.5.4) Frequent, regular, on-going communication between staff and families conveys trust and respect, and helps ensure smooth transitions from			

home to program, or one program to another; communications occurs through multiple means such as face-to-face, written notes, phone calls, e-mails and newsletter updates.			
If there are children in the program that attend school, communication between staff and school staff helps ensure smooth transitions from school to program and program to school.			
C.5.5) Parent and family outreach, educational and social opportunities are available at least twice annually.			
C.5.6) Information is shared with family about children's experiences during the day, day to day schedule of program and any injuries or special events as well as changes in a child's health, or eating habits.			

D) Health and Wellness (Maximum Points = 5)

Required Minimums for 3, 4 and 5 Stars

- ***Required for 3 Stars:***
 - Program serves nutritious meals

D.1.1) Required Minimums

Criteria	Rationale	Verification	Points
D.1.1) Nutritious meals or snacks are served daily in child care program	Sound nutritional practices in early childhood lead to establishment of healthy eating patterns and prevention of obesity in the future.	<p>To earn this point, programs must meet requirements 1 and 2 below:</p> <p>1) The program must EITHER</p> <p style="padding-left: 20px;">A) Participate in the Child and Adult Care Food Program (CACFP)</p> <p style="text-align: center;">OR</p> <p style="padding-left: 20px;">B) Serve meals and snacks that meet CACFP guidelines as demonstrated through three months of menus. Further evidence may be required in some instances (receipts, etc.).</p> <p style="text-align: center;">AND</p> <p>2) The program must have policies and procedures to address children's allergies and accommodate dietary restrictions.</p>	1

Optional Points

D.1.2-4) Health and Wellness - Optional Points

Criteria	Rationale	Verification	Points
D.1.2) Program provides at least sixty minutes of physical activity a day.	Research shows that physical activity is a daily routine for children to promote wellness prevent obesity in the future.	Basic daily schedule exists that is available for review and verification by	1

Note: The sixty minutes is prorated for programs that operate for fewer than eight hours per day.		Observation Rater/Technical Consultant and promotes a familiar pattern of regular physical activity to promote physical well-being.	
<p>D.1.3)</p> <p><u>For 1 point</u></p> <p>50% of Lead Teachers and Director have completed any one of the following six options:</p> <ul style="list-style-type: none"> --3 credits of inclusion and/or social-emotional training; --Wisconsin Pyramid Model for Social and Emotional Competence Module Training (24 hours); --Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); --Guiding Children's Behavior (15 hrs.); --Tribes TLC (12 hrs.); or --Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs. <p><u>For 2 points</u></p> <p>100% of Lead Teachers and Director have completed any one of the following six options:</p> <ul style="list-style-type: none"> --3 credits of inclusion and/or social-emotional training; --Wisconsin Pyramid Model for Social and Emotional Competence Module Training (24 hours); --Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); --Guiding Children's Behavior (15 hrs.); --Tribes TLC (12 hrs.); or --Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs. 	<p>Research consistently demonstrates that a strong social and emotional foundation in early childhood is a key determinant in a child's future success and readiness for school</p>	Registry verified	1 or 2
D.1.4) At least 50% of Lead Teachers/Director are trained in protective factors training around working with parents through the Strengthening Families Initiative:	Preventing child abuse and neglect has been linked to the Strengthening Families approach to building protective factors in children and parents.	Registry verified	If one of the two criteria are verified, program

http://jicdev.com/~ctf/index.php?section=communitynorms~strengthfam An additional equivalency that will be accepted is the Family Services Credential. OR 100% of Lead Teachers/Director have completed Department-approved Suspected Child Abuse and Neglect Mandated Reporter Training Program (SCAN-MRT) or Darkness to Light training to assist in identification, prevention and reporting of child abuse and neglect: http://www.wcwts.wisc.edu/related-training/mandated-reporter/Default.aspx .	Child care providers have a critical role in ensuring that children are safe in child care settings and can be important resources for families in detecting early signs of stress and are required by law to report suspected abuse and neglect. Consistent training is needed to ensure consistent standards. The Wisconsin Child Welfare Training System (WCWTS) Suspected Child Abuse and Neglect Mandated Reporter Training Program (SCAN-MRT) was developed by the Child Protection Center at Children's Hospital of Wisconsin.	receives one point
---	---	--------------------

Appendix

Professional Development Opportunities for Credit Based Instruction:

For those interested in taking credit based college coursework in early childhood education, the most up-to-date information on options available – including both traditional and non-traditional routes (including online, weekend and evening courses, and accelerated programs) – is by contacting the institution of higher education directly. Another option is to contact a T.E.A.C.H. scholarship counselor at Wisconsin Early Childhood Association: phone 1-800-783-9322, ext. 7240 or email teach@wisconsinearlychildhood.org. You may want to inquire about scholarship eligibility as well.

To assist you, the WECA website, <http://www.wisconsinearlychildhood.org/teach/index.php> offers T.E.A.C.H. program information. A link at this site (Wisconsin Colleges and Universities) will take you to a map of all Wisconsin institutions of higher education; simply click on a college or university to access their website and contact information. The WECA website also houses a T.E.A.C.H. online Directory of course offerings within the Wisconsin Technical College System.

Professional Development Counseling Support opportunities are also available through the Wisconsin Early Childhood Association. Information is available at:

http://www.wecanaeyc.org/advocacy/index.php?category_id=3267&subcategory_id=7717

Credit for Prior Learning and Experience:

Institutions of Higher Education may offer credit for prior learning and award degree credit(s) to individuals who can demonstrate relevant skills and knowledge that they have previously acquired through non-traditional schooling, work or other life experiences. Credit for Prior Learning (CPL) can help child care teachers and child care providers ease into the higher education system. In Wisconsin, each college has its own process of evaluation established. The process requires the teacher/provider to document relevant experiences. Examples include: Training completion certificates, portfolio development that reflects work experiences and transcripts if available. T.E.A.C.H. scholarship counselors are available to help connect individuals to the early childhood program area that supports this work at each Institution of Higher Education.

YoungStar Resource Citations

Harms, Thelma, Debby Cryer, and Richard M. Clifford. Family Child Care Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2007.

Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2006.

Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2005.

Harms, Thelma, Ellen Vineberg Jacobs, and Donna Romano White. School-Age Care Environment Rating Scale, New York: Teachers College Press, 1996.

Talan, Teri N. and Paula Jorde Bloom. Business Administration Scale for Family Child Care. New York: Teachers College Press, 2009.

Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale: Measuring Early Childhood Leadership and Management. New York: Teachers College Press, 2004.



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Basic Registry Membership	Verified High School diploma or GED	Approved Training⁴			Non-Credit Credentials¹	Credit Based Credentials¹			
		80 hours tiered training (any tier)	120 hours tiered training (any tier)	160 hours tiered training (40 of which are tier 2 or 3 training)	CDA OR School-Age Credential OR Non-credit Family Services Credential	Mentor and Mentor-Protege ³ (5 credits)	Family Services Credential (6-9 credits)	Registry Credentials Infant/Toddler (12 credits) OR Inclusion (12 credits) OR Leadership (12 credits)	Registry Credentials Administrator (18 credits) OR Apprenticeship (18 credits) OR Preschool ⁶ (18 credits)
		This includes entry level course hours	This includes entry level course hours	This includes entry level course hours		6 related credits	12 related credits	18 related credits	24 related credits

Level 11	Level 12	Level 13	Level 14	Level 15	Level 16	Level 17
Early Childhood and Youth Development Degrees						
1 Year Diploma OR Any 2 Registry Credentials	Associate Degree	Associate Degree + Registry Credential	Bachelor's Degree OR Bachelor's + DPI License ²	Bachelor's Degree + Registry Credential OR Bachelor's + Registry Credential + DPI License ²	Master's Degree OR Master's + DPI License ²	Doctorate OR Doctorate + DPI License ²
Credit Based Increments	Degrees in Another Field⁴					
30 related credits	Bachelor's Degree OR Associate Degree + 30 related credits	Bachelor's Degree + Registry Credential OR Bachelor's Degree + 30 related credits	Master's Degree OR Bachelor's Degree + 36 related credits	Doctorate OR Master's Degree + Registry Credential	Master's Degree + 36 related credits	Doctorate + 36 related credits

¹ Montessori and other Credentials submitted from other states will be evaluated on an individual basis and placed on a Wisconsin Career Level.

² DPI Licenses recognized are numbers 080, 083, 086, 088, 090, 100, 103, 106, 108, 109, 808, and 809.

³ Must be taken in the role of Mentor.

⁴ Approved Training is training awarded a specific tier as approved by the Registry and taught by a Registry approved trainer.

⁵ Preschool Credentials awarded with 15 credits are awarded a Level 9.

Version 2/2012

<http://www.the-registry.org/LinkClick.aspx?fileticket=%2bcTolaggX2k%3d&tabid=55>